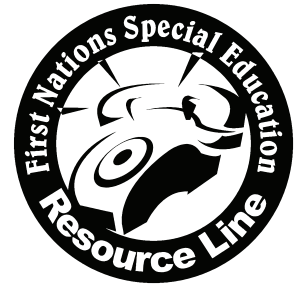


First Nations Special Education CONNECTIONS



Newsletter of the First Nations Special Education Toll-free Resource Line

Vol. 9, No. 3 Nov. 2008

Do you work with First Nations students in British Columbia?

Do you have special education questions?

If so, you are invited to contact the First Nations Special Education Resource Line! The Resource Line is a free service for BC educators and parents.

The Resource Line is designed to help you brainstorm approaches, guide you toward helpful resources, help you to understand assessment documents, and share the latest information on special education.

When you call, you will reach the Resource Line Coordinator, Holly Smith. Holly is available to answer your questions, Monday to Thursday, 12:30 to 4:30 during the school year

Contact the Resource Line:

Toll-free 1-877-547-1919

hollys@fnesc.ca

Connections is the newsletter of the Resource Line. Back issues of *Connections* are available from

www.fnsc.ca/resource-line.htm

The Resource Line is a collaborative project of the First Nations Education Steering Committee and the First Nations Schools Association, made possible by financial assistance from the Department of Indian Affairs.



Did you know that the Special Education Resource and the Speech and Language Toll Free Lines are also available for parent use? Consider sharing the numbers or our emails with families in your community. Deanne and I can help parents work successfully with their children's school, develop parent advocacy skills, learn about community resources, and provide information on many other topics. These services are available to families of First Nations students in First Nation, school district and independent schools.

*Holly Smith, Special Education Resource Line
Toll-free: 1-877-547-1919 Email: hollys@fnesc.ca*

*Deanne Zeidler, Speech and Language Resource Line
Toll-free: 1-877-547-5926 Email: deannez@fnesc.ca*

Resources



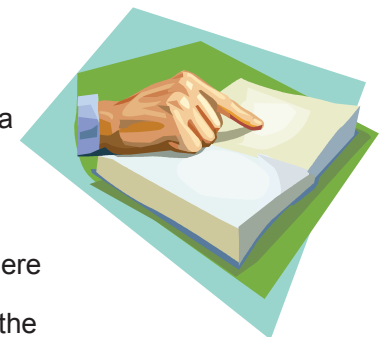
National Adult Literacy Database – Canada's Literacy and Essential Skills Network

<http://www.nald.ca/>

This website is an excellent resource for Adult Education Instructors or anyone concerned about Literacy. As a digital library, the National Adult Literacy Database links the diverse players; learning facilities, educators, business, organized labour, policy-makers, and non-profit groups and builds a united literacy community.

NALD is an award-winning service that:

- provides complete, full text documents and books, as well as a resource catalogue
- designs and hosts websites for literacy organizations
- researches and organizes educational material found elsewhere on the Web
- connects partners with experts in the field
- publicizes literacy-related activities and events



Adult Education Instructors can:

- get information on events, awards, literacy contacts, discussion groups and the latest literacy news.
- use the library for research and learning materials
- access literacy organizations in Canada and around the world
- find resources in education, literacy, first nations and news media
- use databases developed in partnership with other organizations
- link to other databases



Ministry of
Children and Family
Development

Ministry of Children and Family Development: Strong, Safe and Supported

<http://www.strongsafesupported.com/>

On the professional section of this website, you can choose from a list of specific services and programs including:

Caring for Children and Youth with Special Needs
Autism Spectrum Disorder
Deaf and Hard of Hearing
Early Childhood Development Research Initiatives
Children and Youth with Special Needs
Fetal Alcohol Spectrum Disorder

Guidance for Assisting Youth
Anxiety
Sexual Exploitation
Mental Health Challenges
Substance Abuse
Depression
Homelessness
Youth Justice Services

There are also information sections for parents, youth and Aboriginal people.

Enlightening Reading

Autism 101

Written by Elizabeth Sparling, B.Sc., B.Ed., M. Ed., Behavioural Consultant, MAPCL-Laurel Division,
Condensed from SEA Crosscurrents Magazine Spring 2004

What are Autism Spectrum Disorders?

According to Siegel (1996), Autism Spectrum Disorders typically include the following pervasive developmental delays:

- Asperger's Syndrome
- Pervasive Developmental Delay-Not Otherwise Specified(PDD-NOS), and
- Autism

These diagnoses are related because all three share core deficits in the areas of social interaction, communication skills and stereotypical behaviour. However, it is imperative to have an understanding of true diagnosis of each developmental delay.

Some quick facts about...

Kids with Autism:

- The majority of children with autism are also mentally challenged.
- They have severe language delays. Approximately 50% of children with autism remain non-verbal.
- Children with autism have poor gross and fine motor skills.
- Children with autism are often hyper or hyposensitive to visual, auditory and/or tactile stimulation.
- They have severe impairment of social reciprocal skills.
- Stereotypical motor movements or perseverative interests are common.

Most children with autism participate in a modified curriculum within the school system, which is geared to meet their unique learning needs. A small minority of children are able to cope with the regular curriculum although they often experience great difficulty with tasks involving inference, creativity and written output.



Kids with Asperger's Syndrome:

- Normal to gifted intelligence
- Often hyper-verbal – with vocabulary and language skills which far exceed their chronological age
- Motor skills challenges (often awkward physically and have fine motor skill challenges)
- Socially awkward – often have difficulty playing with peers
- Often have perseverative topics of interest such as trains or dinosaurs
- Lack of empathy or interest in other's needs or feelings

Kids with Asperger's Syndrome often excel academically, but are challenged to participate in unstructured times such as recess and lunch. Learning the social rules associated with these times is crucial to the success of these children.

Kids with Pervasive Developmental Delay- Not Otherwise Specified (PDD-NOS):

- Typically have normal intelligence
- Socially awkward
- May have motor stereotypies such as rocking or hand flapping
- Often have perseverative interests
- Impaired social-reciprocal skills

Many children with PDD-NOS complete the regular school curriculum. Like children with autism, skills that require written output, inference, and creativity are often a challenge for these children.

Autistic Spectrum Disorders are life-long disabilities. The prognosis of children diagnosed with these disorders depends on a number of factors including quality intervention and education. Understanding of the enormous challenges faced by children with ASD on a daily basis as they navigate the stressful social demands of school is a place to start.

The complete article including DSM-IV criteria for each diagnosis is available to download at <http://bctf.ca/TeachingToDiversity/ResourceInventory/Crosscurrents/Spring04pp3-6.pdf>. A second article by Elizabeth Sparling entitled **Quick Strategies for Supporting Children with Autism that Benefit Everyone** is available at <http://bctf.ca/TeachingToDiversity/ResourceInventory/Crosscurrents/Spring04pp7-10.pdf>

FNESC/FNSA Special Education Lending Library Spotlight

The FNESC/FNSA Special Education Lending Library has many valuable resources and it is available to FNSA member schools. Browse through the library's special education materials online by visiting the website <http://www.fnesc.org:88/>. Try entering "Special Education" as your search term. To request materials, contact Patti Yamamoto at the FNESC office at P: 1-877-422-3672, F: 604-925-6097 or email: pattiy@fnesc.ca.

Teaching Effective Classroom Routines

Joe Witt, Lynn LaFleur, Gale Naquin and Donna Gilbertson

Eliminate your need to repeat requests, reduce the time spent correcting misbehaviour, increase your student's responsibility, and create an atmosphere more conducive to learning by establishing these simple routines in your classroom:

- Beginning and ending the school day
- Following directions
- Independent practice
- Lining up
- Passing in papers
- Preparing for recess
- Putting materials away
- Quietly returning to desks
- Requesting assistance
- Transitioning between activities, and more!



These brief, systematic lessons provide goals, steps, examples, and rationales to make teaching student routines easier. The book features reproducible checklists and worksheets, and overhead transparency masters. Request the companion book Classroom Coaches which provides a summary and quick reminder of each routine's steps.

Dates for your Calendar

Don't miss local special education related workshops and conferences! The **2008-2009 Special Professional Development issue of Connections** is available online at: www.fnsa.ca/resource-line.htm.

NOVEMBER 2008

November 5, Kamloops & November 7, Vancouver. Move'in and Zone'in. These two programs were developed by an occupational therapist to assist in the development of attention and fine motor skills. For more information refer to <http://www.fnsa.ca/specialed.htm>.

November 5-7, Richmond. Making Connections - Systems for Success the 11th Annual Conference focusing on a systemic, positive, school-wide approach to creating a safe and caring school culture. Promising practices will include linking assessment to instruction, linking social responsibility with PBS, and implementing PBS in elementary, middle and secondary schools. Visit <http://www.iss-bc.ca/event/2008/11/05/making-connections-systems-for-success>.

November 6 & 7, Kelowna. Gordon Neufeld presents a two-hour evening presentation for parents Hold Onto Your Kids on the 6th. November 7th is for professionals. These events are being hosted by Kelowna Youth and Family Services. For more information, please contact Lorraine Helgerson at 250-763-2405, or kyfs@shawcable.com.

November 6, Vancouver. Healthy Schools: Improving Learning, Health and Literacy Conference. Featuring "What Really Works in Promoting Health in Schools?" Dr. Lawrence St. Leger, International School Health Expert; "Engagement, Belonging and Connection: The Power of Learning Partnerships" Dr. Linda Kaser and Dr. Judy Halbert, co-leaders of the Network of Performance Based Schools. Visit www.dashbc.org or call 604-583-6047.

November 13-14, Abbotsford. Seminars by Dawn Reithaug: Interventions for Reading and Behaviour: Functional Behavioural Assessment with Planning. November 13th, 9:00 a.m. to 3:00 p.m.; Orchestrating Positive and Practical Behaviour Plans November 13th, 4-7:00 p.m. (based on Dawn's "red book") and Three Tiers of Intervention for Reading November 14th, 9:00 a.m. to 3:00 p.m. based on Dawn's newest book - to be released in October 2008. Email dreithaug@shaw.ca (for a brochure) or 604-926-4714.

November 14, Vancouver. The Art of Advocacy for Parents of Children with Special Needs. Clair Schuman, E.D., ACT - Autism Community Training This workshop offers parents an overview of how to develop skills they need to navigate through the hurdles they may sometimes encounter. Parents are guided through the components of empowerment necessary to become an effective advocate for their child. Guidelines and tips will be provided in this positive, practical, user-friendly and interactive seminar. This workshop is not disability-specific, but will be very helpful for parents of children with "invisible" disabilities. http://www.actbc.ca/workshops_and_training/workshops/2008_pdfs/ArtofAdvocacy.pdf.

November 27-28, Duncan. A 2-day course on Bullies: Their Making and Unmaking. The course is directed towards professionals but parents are welcome to attend. This workshop has a broad application and is appropriate for people who work directly with children and youth and are seeking practical, proven methods to enhance their therapeutic skills. <http://www.jackhiro.com/brochures/bcneufeld20081127.html>.

November 27-29, Vancouver. 14th Annual Provincial Conference on Aboriginal Education, *Strengthening Connections: Investing in Aboriginal Students*. The conference is a major forum for networking and learning that drew 850 participants last year. Hosted by the First Nations Education Steering Committee and BC Ministry of Education with Métis Nation BC and United Native Nations Society. Visit www.fnesc.ca/conferences/index.php or email conference@fnesc.ca.

November 30-Dec. 1st, Vancouver. Read Well Training Workshop. Read Well description; with multiple entry points into the Read Well curriculum, each student is assessed and placed into the small group that matches his or her skill level. Ongoing assessment and progress monitoring inform instruction. Daily instruction in phonemic awareness and phonics, vocabulary, reading fluency, and comprehension builds the foundation necessary for students to become lifelong readers. Learn how to implement Read Well (K-2) in your classroom. For more information contact Marie Matthew at mlmatthew@direct.ca.

DECEMBER 2008

December 5, Vancouver. The Explosive Child: The Collaborative Problem-Solving Approach. Dr. Greene will present research documenting the effectiveness of the CPS model in outpatient and inpatient populations and in juvenile detention facilities. <http://www.jackhiro.com/>.